

# Arts Integrated Lesson Plan



**ART FORMS:**  
Dance  
Visual Art



**SUBJECT AREA:**  
Physical Education

Lesson Title: <b>A dance map</b>	Grade: 2
Contributor, School: Karen Screen, Charles E. Drew Elementary School	Time Frame: Two 40-minute sessions

## State Curriculum Content Standards, Indicators, Objectives

<p><b>Dance Content Standard(s)</b> 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to dance.</p> <p><b>Visual Arts Content Standard</b> 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</p>	<p><b>Physical Education Content Standard</b> Skillfulness 1.0 Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills. Topic A: Fundamental Movement</p>
<p><b>Dance Content Indicator</b> 1.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p><b>Visual Arts Indicator</b> 1.1 Identify, describe, and interpret observed form.</p>	<p><b>Physical Education Content Indicator</b> 1.A.1 Show fundamental movement skills.</p>
<p><b>Dance Content Objective(s)</b> 1.1.a Accurately identify and demonstrate locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.</p> <p><b>Visual Art Indicator</b> 1.1.b Represent observed physical qualities of people, animals, and</p>	<p><b>Physical Education Content Objective</b> 1.A.1.c Demonstrate and combine non-locomotor and locomotor skills in physical activity settings.</p>

objects in the environment using color, line, shape, texture, form, and space.

### Objective(s) (Connecting the content areas)

Students will create and perform a Dance Map including a variety of pathways, locomotor and non-locomotor movements, and shapes.

#### Key Arts Vocabulary

Dance

(same as physical education vocabulary)

Visual Art

*line, space, shape*

#### Key Physical Education Vocabulary

- *pathways—straight, curved, zig-zag*
- *locomotor movements—walk, run, hop, jump, skip, gallop, slide, leap*
- *non-locomotor movements—stretch, bend, push, pull, twist, shake, swing, bounce, sway, pivot, turn*

### Prior Knowledge Students Need for This Lesson

#### Arts

Dance

- The ability to move following the three different pathways
- The ability to perform the locomotor and non-locomotor movements

Visual Art

- The use of line, shape, and space to represent a pathway

#### Physical Education

- The ability to follow a teacher-created pathway card from the previous lesson

### Materials and Resources

#### Materials and Resources for the Class

- Index cards/sheets of paper
- Pencils
- Markers

#### Materials and Resources for the Teacher

- Overhead projector
- Overhead master
- Chart/Poster paper
- Markers
- Chart of locomotor movements
- Chart of non-locomotor movements
- Chart of names of the three pathways
- Essential Components for Dance Map poster:
  - 3 different pathways
  - 4 or more locomotor movements
  - 4 or more non-locomotor movements

## **Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)**

### **Day 1**

- Lead a discussion about lines and the shapes lines can create. Student volunteers draw a variety of lines and shapes on chart paper for the class.
- Discuss how lines provide guidance and directions for specific places on maps. Elicit student responses on how and why maps are important.
- From the charts, verbally review the three types of pathways.
- Referring to the charts, lead the students in a movement review of the locomotor and non-locomotor movements, demonstrating when necessary/appropriate.
- Share the essential components of the Dance Map poster and demonstrate the development of a Dance Map on the overhead projector, showing the lines and naming the movements as they occur on the lines.
- Check for understanding with questions regarding the expectations for the Dance Map.
- Hand out index cards/papers and pencils and instruct students to find their own spaces, write their names on the cards/papers, and create their own Dance Maps following the stated expectations.
- Circulate to check on student progress and assist as needed.
- Upon completion, individual maps are checked. Students return pencils and practice their maps.
- Students find partners and shadow their partners as they demonstrate the Dance Map. Clarifications are shared by the partners and changes are made as necessary. Partners then switch roles.
- Students complete a copy of the Dance Map on a new index card/paper using markers.

### **Day 2**

- Distribute the second, permanent copies of the Dance Maps.
- Review the essential components of the Dance Map poster.
- Share the rubric for the individual demonstration. (See Assessment section of the lesson.)
- Provide sufficient time for practice.
- Students present their Dance Maps individually to the class. Students are assessed according to the rubric. Upon the completion of each Dance Map, another selected student is asked to identify the locomotor and non-locomotor movements performed in the Dance Map.
- All the Dance Maps are placed face down on the ground and mixed up. Each student selects a card and attempts to replicate the created Dance Map as the results of the assessment are shared with each individual student.

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### **Closure/Summary**

Students will sit in a circle and hold their maps so the entire class can see them. Responses will be elicited from the following questions: Are any of the pathways the same? Where do you see a good use of line and space? Were some of the pathways more difficult to follow than others? If so, why? Are there some locomotor movements that are harder to demonstrate along a certain pathway?

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### **Assessment (Description/Tools)**

- The students will be assessed on the creation of the Dance Map and the ability to follow the map in terms of the following rubric:
  - O (outstanding)—The student creates a Dance Map with all the essentials of four or more locomotor movements, four or more non-locomotor movements, and three different pathways, accurately demonstrating the movements and following the map as created.
  - S (satisfactory)—The student creates a Dance Map with some combination of two or three locomotor and non-locomotor movements with at least two different pathways, while accurately demonstrating most of the movements and following the designated pathway most of the time.

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N (needs improvement)—The student creates a Dance Map with one or two locomotor and non-locomotor movements, with only one discernable pathway and is not able to follow the map as created.

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### **Lesson Extensions**

After reviewing the concept of rhythm and analyzing their movements in regard to a specified rhythm in a piece of music, students may practice and then present their Dance Maps to music. Music may be teacher-selected or previously approved student-selected music.